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ABSTRACT

This final report describes activities and accomplishments of the four-year Computer-Based Study Strategies (CBSS) Outreach Project at the University of Oregon. This project disseminated information about using computer-based study strategies as an intervention for students with learning disabilities and provided teachers in participating outreach sites in nine western states with intensive and effective inservice training, technical assistance, and follow-up support. The project's outreach model included the following components: (1) one-week CBSS leadership institutes for liaisons from participating outreach sites; (2) hands-on, CBSS skill-building workshops for teachers, parents, and administrators from participating sites; (3) additional awareness sessions for parents; (4) a continuum of technical assistance and follow-up activities using both electronic and traditional vehicles; (5) a CBSS instructional Web site for extending knowledge and skills as well as supporting implementation efforts through collegial sharing and problem solving; and (6) a Web-based course for in-depth learning and application to new environments. Each of the project's objectives is reviewed and all objectives are reported to have been achieved or exceeded. An appendix lists the project's workshops and other dissemination efforts. (DB)

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# CBSS Outreach Project:
## Computer-Based Study Strategies for Students with Learning Disabilities

**Final Report**

**to the**

**Office of Special Education Programs**

**U.S. Department of Education**

Award #: H324R980105

10/1/98 – 9/30/02

Submitted by

Dr. Lynne Anderson-Inman, Project Director

and

Mary Ditson, Project Coordinator

December 2002

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Office of Educational Research and Improvement
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# CBSS Outreach Project:
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### I. PROJECT ABSTRACT


The overall goal of the CBSS Outreach Project was to improve the academic performance, graduation rate, and lifelong learning potential of secondary students with learning disabilities by providing their teachers with professional development opportunities on strategies for using computers and other forms of advanced technology as tools for studying and learning. For the last 10 years, the Center for Electronic Studying at the University of Oregon has investigated the use "computer-based study strategies" (CBSS) as a means of supporting the academic efforts of students with learning disabilities in general education classes. This has led to a set of study strategies that are easily adoptable by students and have the beneficial effects of enhancing student performance, reducing absenteeism, and increasing long-term success in school. The focus of the CBSS Outreach Project was to disseminate information about using computer-based study strategies (CBSS) as an intervention for students with learning disabilities and provide teachers in participating outreach sites in nine western states with intensive and effective inservice training, technical assistance, and follow-up support.

The CBSS Outreach Project had four major objectives: (a) to increase the number of general and special education teachers knowledgeable about computer-based study strategies (CBSS) proven to be effective for secondary students with learning disabilities; (b) to increase the number of general and special educators teaching CBSS to students in middle and high schools; (c) to increase the number of parents of students with learning disabilities aware of CBSS and supportive of their students' efforts to use CBSS for studying and learning; and (d) to increase student use of CBSS for studying and learning in general education classes. During the project's four years, project personnel were successful in achieving all four objectives.

The outreach model adopted for this project included the following components: (a) one week CBSS leadership institutes for liaisons from participating outreach sites, (b) hands-on, CBSS skill-building workshops for teachers, parents and administrators from participating schools, (c) additional awareness sessions for parents, (d) a continuum of technical assistance and follow-up activities using both electronic and traditional vehicles, (e) a CBSS instructional web site for extending knowledge and skills after the workshops as well as supporting implementation efforts through opportunities for collegial sharing and problem solving, and (f) a web-based course for in-depth learning and application to new environments.

## II. EXECUTIVE SUMMARY

The CBSS Outreach Project was designed to improve the academic performance, graduation rate, and lifelong learning potential of secondary students with learning disabilities by providing them with the skills and knowledge to use computers and other forms of advanced technology as tools for studying and learning. Since it's inception in 1989, the Center for Electronic Studying at the University of Oregon has investigated the use of computer-based study strategies as a means of supporting the academic efforts of students with learning disabilities in general education classes. This led to a set of study strategies easily adoptable by students.

The focus of the CBSS Outreach Project was to increase the number of educators, administrators, parents and students learning, using and sharing CBSS. This outreach model provided professional development opportunities to participating sites (schools and districts) in 9 western states – those serviced by the Western Regional Resource Center (WRRC) and the Northwest Educational Technology Center (NETC). The nine states included: Alaska, California, Hawaii, Idaho, Montana, Nevada, Oregon, Washington and Wyoming. Each CBSS Participating Site committed to providing appropriate resources, technology, and personnel for project implementation, including a local CBSS Project Leader. In turn, teachers at each participating site received professional development workshops and courses for credit, technical assistance and follow-up training, and became part of a CBSS network of support. Sites learned about the CBSS Outreach Project through conference and videoconference presentations, direct mailings and contacts, and the CBSS website. Onsite training was supported by instructional components of the CBSS website, excellent handouts, trial copies of software and a CBSS manual entitled Empowering Students with Technology: Computer-Based Study Strategies.

All objectives of the CBSS Outreach Project were achieved; in some cases exceeded. While the purpose of this report is to describe the activities and accomplishment for each of the four project objectives in detail, the following provides a summary of project highlights.

- Thirty-two sites (programs, schools, districts, and one 40-district SELPA) applied and were accepted for participation.
- Each of these 32 sites had a CBSS Project Leader; a teacher, specialist, or administrator who believed in the value of CBSS, took time to learn as much as possible about CBSS, and used their knowledge of the individuals, programs and schools involved to organize and maximize the impact of the CBSS workshops offered by visiting project personnel.

- 22 of the 32 CBSS Project Leaders took time out of their summer vacation to travel to Eugene, Oregon and attend a four-day intensive CBSS Summer Project Leaders' Institute. These events turned out to be central to the success of the CBSS Outreach Project, as the Project Leaders were able to focus entirely on learning new ideas, practice new skills, support one another and share a great deal of expertise with each other.
- Through the Project Leaders, 60 events were organized, the majority of which were full-day CBSS Skill-Building workshops and subsequent follow-up workshops conducted at each leaders' work (school, district) site.
- A total of 807 educators participated in these workshops. Each of these individuals – general and special education teachers, specialists and educational assistants – completed pre-workshop information sheets and post- workshop evaluations. 545 of these people were offered the opportunity to complete a follow-up survey approximately six months later, so that we could further investigate the effectiveness of the model. We received and analyzed 208 responses.
- A number of more general outreach efforts were conducted as part of the project – by way of attracting interested sites and reaching the first objective of increasing numbers of educators aware of and using CBSS. In this context, 36 conference presentations and hands-on workshops were conducted, reaching 653 participants, most of whom appeared to be very excited about CBSS and eager to use the strategies to help their students.
- The CBSS Outreach Project also provided a context for workshops outside the realm of CBSS Participating Sites, in three main ways: 1) Oregon schools and districts requested and received CBSS training at 19 events, sharing CBSS with 229 educators and parents, 2) the Oregon Department of Education supported a series of CIM-Compatible CBSS workshops given at the state's Education Service Districts (ESDs), this effort totalling10 workshops, attended by 105 teachers and 3) other educational agencies throughout the CBSS Outreach Project geographical area saw fit to host CBSS Skill-Building Workshops; there were 32 of these events, with 605 participants (primarily general and special education teachers).
- In summary, the CBSS Outreach Project, in three short years, spread CBSS knowledge and training throughout the western United States, conducting 160 CBSS workshops and presentations, providing direct instruction to 2500 general and special education teachers, administrators, specialists, educational assistants, parents and students with learning disabilities.

- The CBSS Outreach Project benefited greatly from the production and use of excellent learning materials. These materials were designed in such a way that workshop participants and presentation attendees could not both remember what they had learned about CBSS, and share it with others. Many people were able to teach CBSS, because of these materials, and many more people were able to learn CBSS, solely using the materials (i.e. without the benefit of face-to-face instruction via workshops or courses.)

- The CBSS website became an important vehicle for reaching the objectives of the CBSS Outreach Project. People who attended workshops and presentations were able to use the website to continue learning about CBSS, and many people heard about CBSS as a result of the website. The website was, and still is, a central location for the distribution of materials, for tutorials and learning, and for accessing on-line courses in CBSS. At present, the CBSS website receives more "hits" than any of the other websites generated at the Center for Electronic Studying, attesting to its usefulness as an outreach tool.

## III. PROJECT REPORT

The CBSS Outreach Project had four major objectives.

1. To increase the number of general and special education teachers knowledgable about computer-based study strategies (CBSS) effective for secondary students with learning disabilities.
2. To increase the number of general and special educators teaching CBSS to students with LD in middle and high schools.
3. To increase the number of parents of students with learning disabilities who are aware of CBSS and supportive of their students' efforts to use CBSS for studying and learning.
4. To increase student use of CBSS for studying and learning in general education classes.

The remainder of this report is a description of the activities and accomplishments related to each of these four objectives. For each objective, the report follows the following format:

- Statement of project objective
- Statement of activity categories for achieving the objective.
- Statement of proposed project activities for each category (as listed in the original grant proposal)
- Description of the actual activities and accomplishments for the objective, arranged by activity categories.

**Objective # 1**

**To increase the number of general and special education teachers knowledgeable about computer-based study strategies (CBSS) effective for secondary students with learning disabilities.**

We achieved Objective #1 by:

1. Distributing information about the CBSS Outreach Project
2. Providing instruction on CBSS
3. Developing materials for integrating CBSS into the curriculum
4. Disseminating findings about the CBSS Outreach Project

In the following paragraphs we provide information about proposed and actual activities related to each of these categories.

## *Distributing Information about the CBSS Outreach Project*

Activities listed in the original proposal related to distributing information include:

1. Coordinate with WRRC, NETC, parent advocacy organizations, etc. to identify dissemination routes appropriate for both general and special education teachers.
2. Design, produce and mail brochures regarding CBSS professional development opportunities to assistive technology coordinators, special education directors, technology and curriculum coordinators, etc. in districts identified through WRRC and NETC communication networks.
3. Publish info about CBSS outreach possibilities on WWW.
4. Select outreach sites using established criteria and input from schools and districts.
5. Develop CBSS implementation plans with schools and districts selected as outreach sites.

Actual project activities and accomplishments related to distributing information are described below, divided into three categories.

Distributing Information about the CBSS Outreach Project Through WRRC and NETC Contacts and Printed Materials

In the beginning of the Project, it was necessary to spend a great deal of time creating and cultivating contacts that would eventually lead to appropriate, receptive participating sites. Considerable effort was put into developing and using various communication networks, all designed to reach various audiences targeted for receiving information about Computer-Based Study Strategies (CBSS). These included presentations to groups of regional technology change agents, electronic mailings, phone calls to key people, articles in newsletters, and direct mailings. CBSS Outreach personnel coordinated efforts with directors at the Western Regional Resource Center (WRRC) and the Northwest Educational Technology Consortium (NETC) to establish information dissemination routes that would reach both general and special education teachers and administrators. A meeting of representatives from all three parties took place in the fall of 1998 and plans for capitalizing on their respective communication networks were brainstormed. Following this initial meeting, Patti Barkin of WRRC provided Mary Ditson, CBSS Outreach Coordinator, with a number of direct contacts in CA and the WRRC website became a helpful resource for contacting state departments. Dr. Seymour Hanfling, Director of NETC, hosted Dr. Lynne Anderson-Inman and Mary Ditson at the January meeting of this group. Also, NETC published an article about the CBSS Project in the Spring issue of their newsletter, the NETC Circuit, which drew a large number of responses from MT, WY, WA, OR and ID. Many of the

direct contacts with administrators recommended by the Western Regional Resource Center (WRRC) resulted in follow-up inquiries and, eventually, application and acceptance of schools /districts as Participating Sites.

Direct contact with Dr. PJ Ford-Slack at the Alaska State Department (Special Education) led to inclusion of the CBSS Outreach project on the special education listserv for Alaska, resulting in many inquiries. Through the following years, we learned that it would be impractical and cost-prohibitive to allow disparate schools and districts in Alaska to become participating sites. A better solution was for CBSS Outreach Project personnel to travel to Anchorage yearly for ASSEC (Alaska Special Education Conference) and to give workshops and courses before and during the conference. Teachers travelled long distances (some in 4-person bush planes!) to get to these workshops, and eagerly learned CBSS so that they could teach the strategies to their students. Information was then distributed, in the case of Alaska, through the ASSEC conference materials and through their network of communications (more about other conferences below).

In the Spring of 1999, a mailer was designed, printed and distributed to every school district in the nine participating states (AK, CA, HI, ID, MT, NV, OR, WA and WY); in all 1100 of these 4-page mailers were sent. The flyer included basic information about the project as well as information about the first CBSS Project Leader's Institute, to be held at the Center for Electronic Studying, University of Oregon on August 4-8, 1999. Several potential sites hurried to complete and submit their applications for participation in time to be able to send their designated Project Leaders to this Institute. By August, 1999, there were 15 CBSS Participating Sites on board.

In September, 1999, a small informational card was sent to every school district in the states served by the CBSS Outreach Project. While there were some responses to the card, we learned that, overall, this is not an effective method of inviting educators to learn about CBSS. Far better were the ways of distributing information that allowed people to see what CBSS are like and what the strategies actually do for students.

This discovery resulted in a somewhat in-depth information/application packet. It included a color-coded, Inspiration-web table of contents and corresponding sheets with general information about CBSS and the CBSS Outreach Project, benefits of involvement, a sample strategies and workshop materials and an application to become a Participating Site. Several hundred inquiries were answered with the help of this packet. Those who were interested used the application to become part of the project.

By the second year of the Project, the most effective methods for letting educators know about the CBSS Outreach Project -- and the availability of free on-site training -- seemed to be newsletters describing CBSS in detail, conference presentations, contact through pertinent websites (including the CBSS website) and, of course, word-of-mouth among colleagues. Once educators were familiar with the project's goals and its approach to improving school

performance, they seemed to intuitively understand the implications for how CBSS can help their students. Many were eager to learn more about computer-supported studying and how to participate in the project. Therefore, an effort was made to distribute information at a number of professional conferences as a way of introducing an increasingly large pool of educators to CBSS.

By the third year of the CBSS Outreach Project; flyers, brochures and general mailings were not needed as it was not necessary to "market" the project to obtain our objectives. The emphasis became the production of instructional materials which we knew, by then, would also serve the purpose of distributing information about the CBSS Outreach Project -- conference handouts which included contact information, flyers about CBSS trainings (often produced and generated within localities), and small "bookmarks" which invited people to visit the CBSS website.

Distributing Information about the CBSS Outreach Project Through Presentations at Professional Conferences

Conferences, in general, were a very effective method for distributing information about the CBSS Outreach Project, especially in the early stages. For these events, brochures about the project were prepared and distributed. Most conference sessions were full (standing room only), and followed by a flow of inquiries about project participation.

Many educators and parents come to professional conferences hoping to update their knowledge in the area of focus represented by the conference (special education, learning disabilities, technology, etc.) and to learn new ideas. Conference days are spent away from the children they teach/parent, but participants' intent is to find ideas and materials that will help them in their teaching/parenting tasks. For these reasons, and for the fact that people need to actually see CBSS to understand what the strategies are and what they offer, conferences were a wonderful component of the CBSS Outreach Project. Many attendees would make comments to the effect that they had come to the conference "looking" for something and, in CBSS, had "found" it! In some cases, these individuals were eager to learn more and to share the CBSS learning/knowledge with co-workers; sometimes these individuals later became CBSS Project Leaders. Other times, individuals were not necessarily in positions where they felt able or compelled to organize others, but they were still able to follow-up, learn more, and use the information with their own classrooms and/or children at home.

In the course of the entire project, CBSS Outreach Project personnel CBSS presentations and workshops at 36 conferences, with over 650 participants completing and returning information/comment sheets. A full listing of the conferences is included at the end of this report. Each of these 650 people (and many more, since people often wanted to take materials back to co-workers at home) received CBSS materials and information was thereby distributed. We

cannot measure how many of these people became "knowledgeable" about CBSS or were able to teach strategies to their students or children with learning disabilities. Nor are these people included in our data analyses, since we did not have consent forms or follow-up with any but the people who attended workshops at full-fledged CBSS Participating Sites. It should be noted, therefore, that the project reached Objective #1 with many more people than we can measure, due to conference presentations, materials, and the website.

Distributing Information through the CBSS Website

We knew from the beginning that a key to accomplishing this Objective #1 would be the construction of an effective, comprehensive website about CBSS. A large amount of effort, initially, went into designing, writing and publishing the CBSS website. Through this website, distributing information about the CBSS Outreach Project, as well as actual instruction on CBSS took place. The site was first posted in July of 1999. A mailing inviting educators, parents and students to visit the site was sent throughout the 9 state project area in September, 1999.

The CBSS website greatly facilitated the distribution of information about the CBSS Outreach Project. Material included in the information/ application packets (described above) became available to interested educators and parents at the project's website. This has reduced the need for paper communications as people making initial inquiries about the project can be referred to the website (http://cbss.uoregon.edu). As time progressed, more and more schools and districts used the on-line application form to apply for participation in the CBSS Outreach Project.

We received inquiries from all over the country about the project as a result of people finding the CBSS website through search engines, from others who knew about it, and through links from other websites relating to technology and students with special needs. In addition, the NETC Circuit newsletter published an article to update its members on the project as a follow-up to their extensive reportage on us in the previous project period.

Distributing Information through CBSS Project Leaders and Other Educators

From our third performance report: "Our cadre of 32 CBSS Project Leaders, along with other CBSS enthusiasts (a growing group, due to all of our Outreach efforts), have distributed information far beyond that which would be possible through the sole efforts of project personnel. Distribution through 'word of mouth' seems particularly potent, as it carries with it the excitement of new discoveries, skills and successes made possible through CBSS. When information is shared teacher-to-teacher, recipients feel confident that they, too, are capable of integrating technology in this manner; it seems more 'do-able.' Also, through this method of information, there are elements of support and references to specific students, making it even more likely that CBSS will be regularly used."

### *Providing Instruction on CBSS*

Activities listed in the original proposal related to providing instruction on CBSS include:

1. Design and offer one week, hands-on CBSS institutes for representatives of schools and districts interested in coordinating CBSS outreach (e.g., CBSS liaisons)
2. With CBSS liaisons, design and advertise district or regional workshops for general and special education teachers.
3. Offer (with assistance of CBSS liaisons) 1-2 day, hands-on workshops to groups of middle and high school teachers, parents and administrators from participating schools.

Actual project activities and accomplishments related to providing instruction on CBSS are described below, divided into three categories.

CBSS Project Leaders' Summer Institutes

Most of the accepted sites sent their designated CBSS Project Leaders to the "one-week, hands-on CBSS institutes" to develop advanced skills in CBSS and create a CBSS Implementation Plan for their school or district. (Please note: persons referred to in the application as "CBSS Liaisons" are now called "CBSS Project Leaders" since it was found that the previous term held unintended implications of being responsible only for making contacts, rather than serving as local experts.)

The CBSS Project Leaders' Summer Institutes turned out to be a very important and effective part of the CBSS Outreach Project model. We had learned, through many years of providing opportunities for learning and sharing CBSS, that we would need the commitment of a local leader – someone willing and able to become a "local expert" and to organize training activities for the right people, at the right time, in the right place – for this to work. It was essential to have a forum for this expertise to be built, and the community-building afforded by the Institute was a great asset to the Project. Some of our project leaders were already skilled leaders; principals and special education directors who quite naturally found organized ways to share their knowledge of CBSS with colleagues. These people only needed the Institute to gain knowledge and skill in using CBSS. Other project leaders were teachers, parents, and specialists (e.g. speech/language, library/media). They not only needed to gain knowledge and skill in using CBSS, but also the ability to perform in a leadership role in their respective schools and districts. The Institutes went far to instill leadership confidence by providing training materials and many opportunities for "cross-fertilization" of ideas and support.

We had two summer institutes, both held in Eugene, Oregon, at the University of Oregon. The summer institutes were a means of jumpstarting the project in each locality by bringing the Project Leaders together at the University of Oregon in the summer for four days of learning. Project Leaders traveled from all over the West, and took full advantage of the opportunity. There was enough time for those who wanted to take the CBSS course for credit to do so, and for people to "bond." This was a very successful and positive part of the model. The first Institute, held in August of the Project's first year (1999) was so successful that we chose to realign the budget to make a second Institute possible. Fifteen educators from new CBSS Participating Sites attended the second Institute. They were each highly skilled in various specialty areas – library/media, special education, work with elementary students, work with middle school students, work with high school students, speech/language, multi-district coordination of services, assistive technology, etc. – which made for an incredibly lively format in which to learn. The project leaders were also from a wide variety of settings – from tiny rural districts to huge urban schools. And, perhaps most significantly, they were all extremely enthusiastic about and highly motivated to learn CBSS well enough to share it with others.

For both institutes we enjoyed a very comfortable learning setting in the Instructional Lab at the Knight Library at the University of Oregon. Participants stayed in the dorms and were provided with a plethora of social activities and outings before and after each workshop day. This provided participants with time to form alliances which have continued to benefit project implementation over time. The Project Leaders learned a great deal from each other, and formed a CBSS support group. This emotional and technical support seems very important as people work to include new methodologies in their districts and schools.

One thing that we have learned through the CBSS Outreach Project is that our instinct to require participating sites to designate a CBSS Project Leader to guide local activities was a very potent method of creating the support system necessary for CBSS to be adopted and integrated into participants' schools. Along with this, we learned much about what was required to sufficiently equip and support these Project Leaders. Many of these CBSS Project Leaders went on to provide presentations and workshops on their own after receiving training from us. We supported them with training materials such as videos, disks with examples, overhead transparencies and handout masters. Support materials, software tutorials, etc. continue to be available to them on the CBSS website (http://cbss.uoregon.edu.)

CBSS Workshops at Participating Sites

Throughout each school year, CBSS workshops were organized at each of the 32 project sites. Mary Ditson, project coordinator and primary teacher at the Project Leader Institutes, traveled to each of the sites to give CBSS workshops to participating teachers. During the life of the Project, Mary conducted 40 CBSS Skill-Building Workshops (teaching nearly 600 people)

and 20 CBSS "Follow-up" workshops (returning to sites for a second time), teaching 220 people. Most of these workshops were full-day events, often held during a pre-scheduled Inservice or Professional Development day. This was helpful to the participating sites, since they would have to pay for the cost of substitute teachers on regular school days.

We found that a day-long workshop works quite well for getting teachers and specialists on their way to fully learning, using and teaching Computer-Based Study Strategies. This was most effective when the teachers had received an introduction from the Project Leaders and chose to come to the workshop because they had been impressed. It also seemed to make a big difference if the participants were already familiar with the computer and already integrating technology into their curriculum.

In cases where participants needed time to learn computer basics, the day-long workshop was less effective. These people needed much more instruction than could be provided in a day, and the effort of learning so much made a whole day at the computer seem too long. Fortunately, there were very few occasions when this was the case. The Project Leaders did a wonderful job of "priming the pump" in most cases, so that project personnel were made to feel like long-awaited and welcome teachers. Under such circumstances, teaching CBSS was both pleasurable and productive.

When writing the proposal for the CBSS Outreach Project we envisioned that Project Leaders would receive intensive training via the Summer Institute prior to giving local CBSS Skill-Building –workshops. However, in the very beginning people were much too eager to have CBSS workshops to wait until after the Summer Institute. Therefore, prior to the first summer institute in 1999 we chose to provide CBSS workshops at a few sites already selected for participation in the project. Sometimes this was possible because a Project Leader already had been through CBSS training at a national conference and felt knowledgeable enough to go ahead and schedule a workshop for their school or district. Alternatively, some CBSS workshops were conducted in collaboration with the LD and Technology Grant coordinated by Ann Black of the Special Education Technology Center in Ellensburg, Washington.

For-Credit Courses

Six of the CBSS Outreach Project training events included the option of taking the training for credit. Two of these were courses offered through the University of Alaska, Anchorage during the annual ASSEC – Alaska Statewide Special Education Conference in February 2000 and January 2001. In both cases, the course involved special educators in two

eight-hour day hands-on training opportunities, and also required homework assignments focused on application after the conference. This proved to be an effective strategy for providing CBSS Outreach to the state of Alaska, as travel to individual participating sites would have been impractical and expensive. In practice, teachers interested in CBSS existed in small groups or as individuals in remote areas. During the two years, 13 teachers in Alaska took the CBSS course for credit.

Another group of teachers taking the CBSS training for credit was in Colstrip, a small town in Montana. Fourteen teachers in the group of approximately 30 who took the CBSS training chose to do so for college credit. This group met for 10 hours across two days, and followed the workshop with individual homework applications. A very similar arrangement (with similar numbers) took place at the outreach site in Douglas, Wyoming.

Six of the 15 CBSS Project Leaders who attended the Summer 2000 CBSS Project Leaders' Institute hosted by this project at the University of Oregon did so for two graduate credits. The previous year, a similar number took the previous institute for college credit.

Allowing teachers to receive credit for learning CBSS has many benefits, some of which are:

- Acknowledgement that the effort to learn CBSS is deserving of college credit, which can count towards license renewal and pay increases.
- Encouragement of teachers learning CBSS to take the time to read and reflect (in writing) on journal articles about CBSS.
- Support for teachers learning CBSS to deliberately work out implementation with their own students – to integrate CBSS into their curriculum.
- Guidance for teachers as they practice and develop skill in using CBSS themselves and in actually teaching CBSS to others.
- Papers and work samples which result from assignment requirements are beneficial to CBSS Project Personnel as examples of work in the field.

In summary, during each year of the CBSS Outreach Project we provided an array of instructional activities, all designed to develop teachers' awareness and skill in using Computer-Based Study Strategies to support and empower students with learning disabilities. Instructional activities included the following: CBSS Skill-Building Workshops, CBSS inservice courses for credit, week-long Summer Institutes for Project Leaders, and workshops given in other inservice settings. The majority of these instructional activities took place within the framework of our outreach model: at CBSS Participating Sites with designated CBSS Project Leaders coordinating and supporting the project's Outreach Coordinator. The commitment of administrators, technical and resource personnel, as well as the expertise and coordination efforts of the local Project

Leaders, ensured that each of the workshops succeeded in reaching those teachers who would be most likely to integrate CBSS into their classrooms and teach it to their students with learning disabilities. The training provided to Project Leaders at the Summer Institutes and the Implementation Plans they developed had a positive impact on the amount of successful, positive follow-up and technical assistance available to teachers after CBSS Skill-Building Workshops.

At the end of this report the Appendix includes 5 lists describing the formal instructional activities provided to teachers, administrators, and parents by the CBSS Outreach Project. Each list includes information about one type of professional development activity and includes the date, location, type of event, length of instruction, and number of participants. The five lists and the number of professional development activities of that type are summarized below. For more detailed information, please see the actual lists in the Appendix.

| | | |
|---|---|---|
| *1.* | *CBSS Participating Sites and Project Leaders* | *32* |
| *2.* | *CBSS Skill-Building Workshops at Participating Sites (organized by CBSS Project Leaders* | *40* |
| *3.* | *CBSS Follow-up Workshops at Participating Sites (organized by CBSS Project Leaders)* | *20* |
| *4.* | *CIM-Compatible CBSS Workshops (supported by the Oregon Department of Education)* | *10* |
| *5.* | *CBSS Workshops requested and supported by other educational agencies (interested in receiving training, but not interested in participating in the project)* | *32* |

## *Disseminating Information about the CBSS Outreach Project*

Activities listed in the original proposal related to dissemination include:

1. Disseminate information about CBSS by presenting at technology or disability conferences that appeal to teachers.
2. Disseminate information about CBSS to teachers by writing articles for websites, newsletters and practitioner-oriented journals

Actual activities and accomplishments related to the dissemination of information about CBSS are described below, divided into two categories.

Disseminating Information at Conferences

As described earlier in this report, conference presentations and workshops were used to distribute information about the CBSS Outreach Project and attract potential outreach sites. These presentations and workshops also served as vehicles for dissemination of information

about the project's accomplishments and findings. During the project period, Dr. Lynne Anderson-Inman, Project Director, and Mary Ditson, Project Coordinator, disseminated information about the CBSS Outreach Project through 28 conference presentations and 9 conference workshops. These conference presentations and workshops took place in eight different states, with the majority in Oregon, California, Washington, and Alaska. In combination, project personnel reached more than 740 professional educators through these presentations and workshops.

In addition, a number of state and local educational agencies in Oregon requested presentations about the Outreach Project or CBSS workshops for their teachers. These 19 presentations and workshops are categorized as "outreach efforts", and helped to extend information about the project throughout the region. In total, the outreach presentations and workshops reached approximately 230 additional teachers.

The Appendix presents three lists, each containing information about one of the three dissemination efforts described above: conference presentations, conference workshops, and outreach presentations/workshops. Each list includes the date, location, type of event, length of presentation, and number of participants. The five lists and the number of dissemination activities of that type are summarized below. For more detailed information, please see the actual lists in the Appendix

| | | |
|---|---|---|
| *1.* | *CBSS Conference Presentations* | *28* |
| *2.* | *CBSS Conference Workshops (hands-on)* | *9* |
| *3.* | *CBSS Outreach Presentations/Workshops* | *19* |

In addition, Dr. Lynne Anderson-Inman, CBSS Outreach Project Director was a frequent invited speaker at a large number of national conferences during the project period. Many of these presentations were on the topic of computer-based study strategies. Although these presentations were not formally supported by the CBSS Outreach Project, the Project Director always included information about the project's outreach model and about project accomplishments in her presentations. These presentations include the following:

Computer-Based Study Strategies (CBSS): Turning Struggling Students into High Performers Using Technology. Invited presentation to the Assistive Technology Training Project. May 6, 2002. Paramus, N.J.

Computer-Supported Studying: Strategies for Turning Struggling Students Into High Performing Students. Invited presentation to the Kentucky Teaching and Learning Conference. March 2002, Louisville, KY

Computer-Based Study Strategies: Empowering Students with Technology. Invited presentation to the Indiana State Assistive Technology Conference, November 30, 2001, Indianapolis, IN.

Computer-Supported Studying: Effective Strategies for Struggling Students. Invited presentation to the Exceptional Children's Conference, November 18, 2001, Louisville, KY.

Computer-Supported Studying: Using Technology to Improve Access to the General Education Curriculum. Invited presentation at the FDLRS Summer Technology Institute, June 4, 2001, Orlando, FL.

Study Strategies for Struggling Students: Using Computers to Study Better not Harder. Invited presentation at the Technology, Reading and Learning Difficulties (TRLD) Conference. January 2001, San Francisco, CA.

Computer-Supported Studying: Using Technology to Improve Access to the General Education Curriculum. Invited presentation at the Improving America's Schools Eastern Regional Conference, December 2000, Washington, D.C.

Studying Better, Not Harder. Invited presentation at the International Dyslexia Association Conference, November 2000, Washington, D.C.

Computer-Supported Studying: Using Technology to Improve Access to the General Education Curriculum. Invited presentation at the Improving America's Schools Central Regional Conference, October 2000, Louisville, KY.

Computer-Supported Studying: Using Technology to Improve Access to the General Education Curriculum. Invited presentation at the Improving America's Schools Western Regional Conference, September 2000, Sacramento, CA.

Computer-Based Study Strategies: Hands On Workshop. Invited presentation at the Synections Summer Conference. August 2000, Chicago, IL.

Study Strategies for Struggling Students: Using Computers to Study Better not Harder. Invited presentation at the Synections Summer Conference, August 2000, Chicago, IL.

Study Strategies for Struggling Students: Using Computers to Study Better not Harder. Invited presentation at the Assistive and Educational Technology Conference. March 2000, Wichita, KS.

Computer-Based Study Strategies for Students with Disabilities. Invited presentation at the Assistive and Educational Technology Conference. March 2000, Wichita, KS.

Study Strategies for Struggling Students: Using Computers to Study Better Not Harder. Invited presentation at the Technology, Reading, and Learning Difficulties (TRLD) Conference. January 2000, San Francisco, CA.,

Literacy for Learning: Teaching Computer-Based Study Strategies to Adolescents. Invited symposium presentation at the International Reading Association (IRA) annual conference. May 1999, San Diego, CA.

Computer-Supported Studying: Stories of Successful Transition. Invited panel presentation at the annual conference of the Council for Exceptional Children. April 1999, Charlotte, NC.

Study Strategies for Struggling Students: Using the Computer to Study Better, not Harder. Invited presentation at the Association for Educational Technology Conference, March 1999, Lawrence, KS

Computer-Based Study Strategies: Learning How to Learn in the Information Age. Invited presentation at the TCEA 1999: Texas Computer Education Association Conference. February 1999, Austin, TX.

Disseminating Information Through Publications

As we investigated the impact of CBSS Outreach training and follow-up activities, project personnel shared this information though a variety of publication venues. Most common were articles in newsletters such as the *NETC Circuit* in which an article featuring the CBSS Outreach project, including examples of success from several of the participating sites, was published. In addition, information gleaned from implementation of the CBSS Outreach Project, as well as previous projects focused on the integration of computer-based study strategies into schools, was published in an article in *Reading and Writing Quarterly* entitled "Computer-based Solutions for Secondary Students with Learning Disabilities: Emerging Issues (Anderson-Inman, 1999).

At the time of writing, data collected from teachers and sites throughout the duration of the CBSS Outreach Project are being analyzed by the project director, project coordinator, and a consulting statistician. The vast majority of these data are qualitative in nature and have required large amounts of time to transcribe and analyze into themes, patterns, and findings. We expect that these data will lead to important contributions about the effectiveness of the CBSS outreach model as well as information about how teachers learn and integrate technology and how students with learning disabilities learn and use computer-based study strategies. Observations and findings from these analyses will be formulated into articles and submitted for publication in referred journals in the upcoming year.

**Objective # 2**

**To increase the number of general and special educators teaching CBSS to students with LD in middle and high schools.**

We achieved Objective #2 by:

1. Developing CBSS materials for participating outreach sites
2. Creating and managing a CBSS Web Site
3. Providing technical assistance to participating sites
4. Providing follow-up activities and support

In the following paragraphs we provide information about proposed and actual activities related to each of these categories. Information related to categories 3 and 4 have been combined for reporting purposes.

## *Developing Materials for Participating Outreach Sites*

Activities listed in the original proposal related to developing materials include:

1. Provide teachers' manuals and other materials to workshop participants to extend learning beyond what is covered in workshops.

Actual project activities and accomplishments related to developing materials for participating outreach sites are described below, divided into three categories.

Developing CBSS Materials for Participating Sites

School-wide adoption and integration of CBSS are greatly facilitated by good instructional materials. For this reason, we took great care in developing and generously distributing materials for participating teachers, parents, and students. To facilitate adoption and integration of computer-based study strategies at participating sites, project personnel created and distributed a diverse array of materials to project leaders, teacher participants, and, through them, to students and parents. Initially, the most potent source of instructional support was the CBSS teachers' manual: *Computer-Based Study Strategies: Empowering Students with Technology* (1997). This manual grew out of previous CBSS projects and was given to all project leaders and to all participating teachers. In addition, because of the visibility of the CBSS website, we received and filled numerous requests for this manual from all over the world. During one 12-

month project period alone, 47 manuals were sold to teachers, administrators, and parents across the country. We have learned that the manual is an important means by which individuals can learn CBSS, even if they cannot attend a workshop or presentation.

In addition to the teachers' manual, CBSS booklets providing step-by-step instructions for each computer-based study strategy were distributed to participants at project sites and attendees at conferences and workshops. The booklets included an overview of each strategy condensed to one page (called "one pagers"); command charts for using the information organizing software, *Inspiration*; examples (e.g. concept maps); and lists of references. Approximately 1500 of these training booklets were printed and distributed during a single 12-month project period, in the context of 81 training events. The popular "one-pager" descriptions, designed to serve as guides and reminders for workshop participants, were compiled into materials for different types of training events.

These instructional materials were primarily of four types: 1) CBSS conference presentation handouts 2) CBSS skill-building workshop booklets 3) CIM-Compatible CBSS workshop booklets and 4) Parent/Family workshop handouts. Some of the materials included tips for using recommended software, tutorials, and curriculum examples. Materials evolved, and resources most often requested were included for all in the subsequent iteration. CBSS Project Leaders found the materials useful when they created and conducted their own CBSS workshops. In addition, anecdotal evidence suggested that the materials furthered instructional opportunities for educators, parents and students not present at the events where they were distributed.

Requests for additional information about CBSS was commonplace throughout the project and continues even after funding has ceased. Almost every training event was followed by answering participants' requests for further electronic and paper materials and additional information. These requests were filled by the Project Coordinator, who sent out several hundred packets and email messages with informational documents attached.

In addition to developing and distributing the above materials, project personnel responded to participants' needs for materials describing how computer-based study strategies could be modified and implemented at the elementary level. The project provided a perfect breeding ground for these new applications of CBSS, in that some of the early sites were able to take their new-found knowledge of CBSS and use it to develop projects, activities, examples and templates for elementary students. When compiled, these materials served to inspire teachers at other elementary sites. The wealth of experience existing within the CBSS "community" of 32 sites made it possible to produce very practical instructional materials. These materials were much appreciated by elementary teachers who had previously been expected to "adapt" the ideas previously found to be successful with middle and high school students.

During the conduct of the CBSS Outreach Project, it also became clear that there was a need for materials teachers could use with students as they developed the necessary computer

skills for CBSS and learned the steps of each computer-based study strategy. In essence, teachers were asking for lesson plans they could use in teaching CBSS to their students. All of the instructional activities described in this report laid the groundwork for the student materials that were developed at the project's close: "CBSS in 15 Easy Lessons." These quick and easy lessons were designed to teach students, in sequential fashion, all the necessary skills and steps for implementing the most commonly used computer-based study strategies. The lessons are student-friendly, and adaptable to any content area. These materials, along with all others described above, are available at the CBSS website (http://cbss.uoregon.edu).

Developing Other Materials for Participating Sites

One of the goals of the CBSS Outreach Project was to integrate computer-based study strategies into the ongoing technology and content-area curriculum of participating schools. This meant that full implementation of CBSS often revealed the need to adapt our approach to alternate forms of hardware and software, and incorporate compatible approaches to promoting technology for students with learning disabilities already in existence at the schools.

This goal led to the development of additional materials for participating sites. Following is a list of materials that came into being during the project, in large part because participating schools asked for or needed them in order to integrate CBSS with the existing curriculum or existing technology resources.

1. CBSS for AlphaSmarts. Many of the participating schools used AlphaSmart 2000s as portable keyboards and text entry devices for students with reading and writing difficulties. These devices greatly enhanced students' ability to use and benefit from CBSS. AlphaSmarts are much less expensive than laptop computers, and are both indestructible and extremely easy to use. After information is gathered and/or generated on the AlphaSmart, it is simple to send that information to a program conducive to CBSS on a desktop computer. To facilitate use of AlphaSmarts for CBSS we developed a booklet entitled The *Computer-Based Study Strategies Using AlphaSmarts* (Anderson-Inman, 2000). Key to knowing how best to use an AlphaSmart for CBSS is knowing what can be done on the AlphaSmart and when the student needs to send the information to a more fully functioning computer with more capacity to support studying and learning.
2. Text-to-Speech Software. The value of text-to-speech software for students with learning disabilities is well documented and cannot be overestimated. As this technology has become more common and more accessible, we have

included it in our work with CBSS. Lists of free and low-cost options were developed and distributed with workshop materials. Products such as Don Johnston's *Write:OutLoud*, *HearIt* (a small extension usable with Macintosh computers) and *WYNN* (What You Need Now) from Freedom Scientific were integrated into our strategies in a number of ways.

3. Structured Writing Process. Project Leaders from Seaside, CA developed a writing curriculum using templates created with *Inspiration* and step-by step procedures for writing different types of paragraphs. These materials were shared with other Project Leaders in the CBSS Community and adopted at other participating sites. CBSS Project Personnel worked with the Project Leaders to refine and edit the materials, and then helped them to find publication with the International Society for Technology in Education.

Creating an Online Course for Learning CBSS

Partway through the project it became clear that we needed a more effective way to provide instruction on CBSS to teachers and students who were not in geographic proximity to project personnel. Onsite workshops were wonderful for building knowledge, enthusiasm, and initial skills related to CBSS, but teachers needed opportunities for reviewing what they had learned and more support during attempts to implement each strategy. We therefore conceptualized the development of two online courses for teaching CBSS, one for teachers and one for students. Although similar in scope, they were designed to meet the differing needs of the two audiences. Actually getting the courses designed and constructed turned out to be a very large undertaking and one that was not completed during the lifetime of the project. However, many of the component modules were constructed and posted, providing online mentoring in the adoption and use of some of the specific strategies. These modules have been used successfully, and we receive requests for the complete course.

At the time this report is being prepared (December, 2002) the student version of the CBSS online course is nearing completion. This was felt to be the highest priority for completion as it could potentially have the most direct impact on the academic success of students with learning disabilities. Estimated date for enrolling students in this course is Spring term, 2003. It will initially be offered through the Oregon Public Education Network's online school called CoolSchool, with a first time limited enrollment of 15 students. Based on feedback from this effort, the course will be revised and then offered more widely. The Center for Electronic Studying has already received requests from other online schools interested in purchasing or leasing the course. It is anticipated that the teacher version of the CBSS online course will be completed by the summer of 2003.

Being able to offer CBSS instruction via the internet increases our outreach options exponentially. It also increases the effectiveness of the instruction we are able to provide, particularly for students. In the student version of the course, enrollees will be able to explore CBSS in great depth, receiving approximately 60 hours of instruction and practice, all designed to foster adoption and application to the school assignments. The instruction can be tailored to meet individual student needs and stretched to accommodate individual learning rates. We are excited about this new vehicle for sharing CBSS with teachers and students, and plan to integrate the courses into all future outreach efforts.

### *Creating and Managing a CBSS Web Site*

Activities listed in original proposal related to creating a CBSS website include:

1. Design CBSS website with input from teachers, parents and students with LD.
2. Construct CBSS website and test with teachers, parents and students with LD.
3. Teach project participants in workshops how to use CBSS website to extend learning.
4. Design and provide opportunities for web-based chat groups on topics related to CBSS implementation.
5. Maintain and regularly update CBSS website.

Actual project activities and accomplishments related to developing materials for participating outreach sites are described below.

One of the major efforts of the CBSS Outreach Project during the first project period was to design, develop, write, and publish the CBSS website. A search was conducted of web design consultants to help this endeavor and we were pleased to find and hire Net Solutions, LLC, of Eugene, Oregon. The Coordinator of the CBSS Outreach Project, developed and wrote the content for the CBSS Website and worked with Net Solutions to design and publish the material. The site was posted online in July of 1999.

This first version of the CBSS website was comprised of 56 webpages. The front page offered "gateways" for each of our four target populations: Teachers and Specialists; Administrators; Parents; and Students. Every page was linked, through a consistent navigation bar, to the five major areas of the site, which were the following:

1. The SCOOP: This section described what CBSS are and explained about the CBSS Outreach Project: historical background, articles about the project, benefits of participation and included the application for participation.

2. The CLUB: This section hosted a bulletin board on a variety of topics related to CBSS (learning disabilities, technology, implementation of CBSS, study skills, etc.). It also contained the CBSS newsletter and invited submissions for this publication, and offered to coordinate CBSS "cyberpals,". In addition, it had a section of information just for and about CBSS Project Leaders, and was the place to get information about a compatible project funded by the Oregon Department of Education on "CIM-compatible CBSS" workshops offered throughout the state at the various Educational Service Districts.

2. The CALENDAR: This section provided dates for all CBSS-related activities and their locations, as well as contact information.

3. The STRATEGIES: This section invited those who visited the website to actually learn CBSS. It provided instructional modules on each of the strategies in the form of PDF files. This section also helped people obtain books about CBSS and choose reading materials from more than 40 articles that have been published on this subject

4. The LINKS: This section provided instant access to a host of interesting and useful resources for students, educators, parents, and others, with emphasis on technology tools and resources for individuals with learning disabilities. The website also invited visitors to submit sites that they have found especially useful, for linking to the CBSS website as additional resources.

Having a good website was a tremendous boost to the entire effort to develop and share CBSS, and a very important part of the CBSS Outreach Project. The website has recently been improved and expanded to include new information on CBSS and better instructional materials for learning CBSS. Responses to the CBSS website were very, very positive. In addition to serving as an important component of our follow-up support to participating sites, the website enabled people worldwide to "discover" CBSS and learn to use the strategies on their own, greatly enhancing our Outreach efforts.

### *Providing Technical Assistance and Follow-up Activities:*

Activities listed in original proposal related to providing technical assistance include:

1. Provide on-site technical assistance to project participants via CBSS liaisons.
2. Provide technical assistance to project participants via phone and email correspondence with outreach coordinator, project director or other CES staff.
3. Work with liaisons and project participants to design individualized CBSS implementation plans for each teachers or group of teachers.

Activities listed in original proposal related to providing follow-up activities include:

1. Advise liaisons on offering regular on-site meetings with participants for the purpose of sharing experiences and updating skills.
2. With liaisons, provide follow-up workshops to participating teachers and parents at regular intervals or as needed.
3. Provide in-class consultation to participating teachers and CBSS liaisons on itinerant basis.
4. Monitor and evaluate implementation of CBSS for all participating teachers through observations and interviews.
5. Create a web-based course on CBSS that would be available to project participants as well as others across the country.
6. Offer the online CBSS course for credit through UO and other teacher training institutions.

Actual project activities and accomplishments related to providing technical assistance and follow-up support are described below.

Much of the technical assistance and follow-support was provided to the CBSS Project Leaders. Many of these Project Leaders developed and provided presentations and workshops on their own after receiving training from us. We supported them with training materials such as videos, disks with examples, overhead transparencies and handout masters. Support materials, software tutorials, etc. were also available for downloading from the CBSS Outreach website.

During the CBSS Project Leaders' Summer Institutes the subject of follow-up activities and support was discussed at length. Project Leaders learned ways to assess the needs of the participants at their site, and to address these needs with meetings, workshops, observations, etc. Project Leaders were advised about how to utilize the services of CBSS Outreach Project personnel toward the mutual goal of all project participants successfully integrating CBSS into their teaching, and for the benefit of all of students.

Technical assistance, follow-up and support were available not only to Project Leaders at Participating Sites, but, in essence, to all who visited and participated in opportunities made available worldwide through the CBSS website. On the web, visitors were invited to learn CBSS,

ask questions via the bulletin board, converse with "cyber pals" and/or receive support by making direct contact with project personnel via email.

Each of the CBSS Participating Sites followed a unique pattern of development, and each relied on Project personnel for some degree of technical assistance and support. At each site, the CBSS Project Leader guided project activities, requesting whatever was needed to adequately implement the project in his or her school or district. Some sites were ready for more "advanced" training, while others felt it important to involve more people to have the desired impact. CBSS Follow-up workshops were an effective means of providing necessary instruction. Workshop content and materials varied according to need in each location. In some cases, workshop attendees were returning for more information, but in far more many cases, the CBSS Project Leaders felt the need for more educators to receive the training in order to support previously-trained educators and to attain the "critical mass" that is essential for the schoolwide adoption and implementation across the curriculum. This result was unanticipated, and one of the things we learned during implementation of the project.

After the first CBSS Project Leaders' Institute, in which Implementation Plans were developed (designed to serve as a structural basis for follow-up project activities at each site), the Project Leaders felt the need for support at a Project Leader level. They requested that a listserv be created and this occurred at the end of the summer, 1999. The "Leadteam 1" listserv has served as a mechanism of support and communication for this widely dispersed community of educators concerned with implementing CBSS in their local schools. As new Project sites are accepted, each Project Leader is added to the listserv. The distribution list is no longer in existence, but a record of the CBSS Outreach Project Leaders' Summer Institutes and membership are accessible on the CBSS website (http://cbss.uoregon.edu > Projects > Past Projects and "scrapbook" with pictures and movies of CBSS Outreach Project activities).

**Objective #3**

**To increase the number of parents of students with learning disabilities who are aware of CBSS and supportive of their students' efforts to use CBSS for studying and learning.**

We achieved Objective #3 by:

1. Distributing Information about CBSS to Parents
2. Involving Parents in the CBSS Outreach Project

In the following paragraphs we provide information about proposed and actual activities related to each of these categories.

### *Distributing Information about CBSS to Parents*

Activities listed in original proposal related to distributing information to parents:

1. Create a brochure to acquaint parents with the CBSS Outreach Project.
2. Distribute parent brochure through state and local parent organizations for students with disabilities.
3. Work with CBSS liaisons to distribute brochure and other info about CBSS to district or school-based parent groups.
4. Speak at meetings of parent organizations as invited.
5. Disseminate info about CBSS to journals for parents of students with disabilities.

Actual project activities and accomplishments related to distributing information about CBSS to parents are described below.

All brochures, mailings, website and other communications included parents equally in invitations to participate in the CBSS Outreach Project. Parents viewed CBSS very positively, as tools for helping their children complete homework assignments successfully and as guidelines for effective studying.

Most of the 37 conferences at which we presented included parents, so they attended our sessions and workshops there. In addition, we presented at several conferences specifically for parents (for example, the Oregon COPE Project - a parent resource and support group). Sometimes the most interested participants were individuals who were both professionals (teachers) and parents of children with learning disabilities. Many conversations and consultations were conducted on the subject of how CBSS could help a situation at home, particularly with homework.

We received a number of requests from parents for information and instruction, manuals, workshops and advice. They found out about us in a variety of ways: from reading our publications in technology and literacy journals, learning about us on the website of another organization (such as LD OnLine), or receiving information by word of mouth. We did have requests from parent support organizations to become Participating Sites. And we had parents from outside of our 9-state area work to set up skill-building workshops in their area, hiring us as consultants. We even had one parent participate in the second CBSS Outreach Project Leaders' Summer Institute, paying all her own expenses because she was so interested in helping her son with CBSS.

Many parents contacted us as a result of information that they received about Computer-Based Study Strategies via the Internet, or from conferences, teachers, and other parents. Most of the parents expressed requests for information that is specific to their child and these were handled on an individual basis. The CALENDAR on our website let parents see when CBSS trainings were taking place in their geographic area, and there were a number of instances in which parents joined workshops scheduled through the school systems in their region.

The major involvement of parents, however, was through the CBSS Project Leaders. Even though all of the project leaders were made aware that the Outreach Project should include parents of students with learning disabilities, some were able to facilitate this better than others. In quite a few cases, the Project Coordinator presented parent sessions on the evening she arrived in that town, and worked with the children's teachers the next day.

In general, this is a difficult area to approach on anything other than an individual-case basis. Some parents, hearing about CBSS, wanted Computer-Based Study Strategies to be a simple panacea for their child's learning disability. The strategies are very effective but they are neither simple nor a panacea. A fair amount of comfort with computers is a pre-requisite, and it seemed more common for the students themselves to possess this than their parents. This made it difficult to expect the parents to learn and pass the information along. We did accommodate some requests to conduct sessions for students with their own parents. This was enjoyable, but not necessarily effective, as it would have taken a fair amount of time to get beyond the stage of parents simply being amazed that their children could do *anything* on the computer.

For CBSS to be used for schoolwork, it is very helpful, if not essential, for the child's teacher to understand and appreciate CBSS. Therefore, the most effective ways to involve parents were when they were 1) already comfortable with the computer and 2) learning CBSS right along with their child's teacher in a workshop. When this scenario occurred, it seemed very potent, and it was gratifying to watch alliances form between teachers and parents in this context. It seemed that, in this case, the students were actually going to receive adequate support for using CBSS – the assignments given by teachers, the technical support for doing those assignments at home – were ideal.

### *Involving Parents in the CBSS Outreach Project*

Activities listed in original proposal related to involving parents in the CBSS Outreach Project include:

1. Solicit input from parents on design of CBSS website.
2. Contact parents of participating students through CBSS liaisons and teachers.
3. Offer CBSS 2-3 hour awareness sessions for parents in participating outreach sites.
4. Require district to find at least one parent willing to attend the CBSS workshops and serve as CBSS parent liaison.
5. Invite interested parents to attend all skill-building and follow-up workshops.
6. Interview parents about their students' use of CBSS and its impact on learning, school satisfaction etc.

Actual project activities and accomplishments related to involving parents in the CBSS Outreach Project are described below.

CBSS Project Leaders, when completing their applications to become a CBSS Participating Site, were required to get the signature of a parent who was willing and able to serve as a liaison to other parents. In addition, this parent was expected to come to a CBSS Skill-Building workshop. It was expected that this parent liaison would help to arrange a 2-3 hour awareness session in conjunction with the workshop for teachers. In some settings, this was a simple matter and occurred as envisioned.

However, in many settings, this component to the project was viewed as a hurdle. In schools or districts where parents were not organized and/or did not seem interested in attending technology trainings, potential Project Leaders ask if this was a requirement for participation. These inquiries were handled on a case-by-case basis, and in a very few cases, the parent component had to be waived.

Parents learned about CBSS from their children's teachers when students were involved in using the computer for homework. In addition, parents became familiar with the CBSS approach to studying during Parent/Family Sessions scheduled as part of a participating site's Implementation Plan. These workshops, often held in the evenings, typically included parents with their students. As parents and their children learned CBSS, hands-on, together, the students (most of whom had learning disabilities) often seemed more comfortable on the computer than their parents and, in effect, gave their parents assistance. Also, parents gave their children encouragement during the workshops. The result was that learning CBSS together provided a forum for a number of positive interactions which, in some cases, seem to have had a long term impact.

The CBSS website -- particularly the online course because it goes into complete depth -- will provide more and better opportunities for parents. For those parents who are interested, the CBSS online course will provide access to the instruction they need to explore and learn CBSS so that they can support their children in using this approach to studying and learning.

**Objective #4**

**To increase student use of CBSS for studying and learning in general education classes.**

All activities listed for Objectives 1, 2 and 3 were also designed to increase student understanding and use of CBSS for studying and learning. In addition to the activities under those objectives, the original proposal contained the following activities related specifically to increasing student use of CBSS:

1. Provide technical assistance and support to students via email correspondence and web-based chats with students with learning disabilities already experienced in using CBSS.
2. Provide technical assistance and support to students via email correspondence and web-based chats with Outreach Coordinator and other project personnel.
3. Interview students about their use of CBSS and its impact on learning, school satisfaction etc.
4. Gather and examine sample products (assignments, tests, etc.) from students.
5. Gather aggregated data on the same measures collected before CBSS instruction (GPA, days absent, standardized test performance etc.)

Actual project activities and accomplishments related to increasing student use of CBSS are described below.

Over 200 of the 600 individuals who received CBSS training in just one year were students. Most of these students were secondary students with learning disabilities. Their evaluations of the workshops were very positive, and we later received reports of enthusiastic use of the skills and ideas they learned in the workshops. Indications as to which workshops were for students are made in the comprehensive listing at the end of this report.

It was the responsibility of the local CBSS Project Leader at each site to develop an Implementation Plan that allowed for the largest number of students for whom CBSS is appropriate to receive the teaching, coaching, support and assistance they needed to use CBSS for their schoolwork. The model worked well, although the involvement of students differed from site to site. In some schools, CBSS Skill-Building workshops were given directly to students whose teachers were getting the same information just before or after them. In a few cases, students and their teachers learned about CBSS together and worked jointly to integrate their use into the curriculum.

We received quite a few work samples from Project Leaders who were excited about what the students were able to do with CBSS. Some of these work samples will be included, along with a great deal of anecdotal evidence, when we prepare the data form this project for publication.

Even though we expected to gather anecdotal and archival evidence concerning the impact of CBSS on students' school satisfaction, attendance, self esteem, GPA and test scores, this turned out to be impractical, for several reasons. First of all, the model was to spread CBSS throughout the Western United States via designated project leaders, so the priority was to respond to the requests and needs of the project leaders and the teachers they represented. Since there were a total of 32 sites, we found it difficult, indeed impossible, to give sites the kind of time or resources needed to go through student records. Simply put, it was not possible to reach out so widely and work in great depth simultaneously given the project's budget. In addition, we felt that the kind of informed consent we would have to have secure from parents before their children's teachers could begin learning and implementing CBSS was too elaborate to be practical on such a large scale. There were, of course, many factors impacting on any students' school satisfaction, attendance, self-esteem, GPA and test scores which, being at such a distance, we would not be able to assess or control. Hence, the results would not have been worth the effort and consequent loss of resources available for essential activities such as conducting CBSS workshops and constructing the CBSS website.

It was envisioned that the CBSS website would serve as a focal point for student data and involvement. Students were invited, on the homepage, to explore the site equally with professionals and parents. Certain portions of the website were designed specifically for students, such as the CBSS Bulletin Board, the CBSS Newsletter, the Cyberpals program, and many of the links to other websites. We anticipated a high degree of interaction from and with students through the website, but this did not occur in any significant fashion.

On a more positive note, the workshops that we conducted directly for students with learning disabilities, as a result of CBSS Project Leader coordination, provided an incredible amount of useful information to the developers of CBSS and CBSS instructional materials. They figured prominently in the design the lessons known as "CBSS in 15 Easy Lessons," which have formed an important basis for the CBSS online course for middle and high-school level students. This course includes everything that we were able to learn through the CBSS Outreach Project, about what students with learning disabilities need in order to learn CBSS effectively, and about what strategies are most useful to them.

The CBSS Outreach Project focused on the provision of professional development opportunities so that as many students as possible could benefit from the use of Computer-Based Study Strategies. Project activities did not always include direct teaching of students with learning disabilities because this was not always included in the Implementation Plans of the

CBSS Project Leaders. Many sites preferred to host CBSS Skill-Building Workshops for teachers, administrators, educational assistants and specialists who would then teach CBSS to the students with whom they had contact. We have found that when educators are enthusiastic and knowledgeable about CBSS, they can present CBSS at the correct time and with the correct pacing so that students can and will adopt the strategies for maximum benefit.

It is not possible to accurately state the number of students who learned and/or used CBSS as a result of the CBSS Outreach Project. However, with 2500 educators and parents receiving direct instruction, with the good follow-up and support of 32 Project Leaders, with the popularity of excellent learning materials, and with the positive responses to the CBSS website, there can be no doubt that thousands of students were able to benefit from this project's activities and efforts.

# Appendix

## CBSS Outreach Project Lists

| | | |
|---|---|---|
| *1.* | *CBSS Participating Sites and Project Leaders* | *32* |
| *2.* | *CBSS Skill-Building Workshops at Participating Sites (organized by CBSS Project Leaders* | *40* |
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| *7.* | *CIM-Compatible CBSS Workshops (supported by the Oregon Department of Education)* | *10* |
| *8.* | *CBSS Workshops requested and supported by other educational agencies (interested in receiving training, but not interested in participating in the project)* | *32* |

## CBSS Outreach Project
## Participating Sites and Project Leaders

| # | Date Accepted | Location | Site | Project Leader | Position |
|---|---|---|---|---|---|
| 1 | 1/99 | Springfield, OR | Springfield Middle School | Lynda Firth | Principal |
| 2 | 3/9/99 | Lewiston, ID | Camelot Elementary School | Debbie Kuntz | Computer Technologist |
| 3 | 4/99 | Central Point, OR | Crater High School | Alice White-Hoppe | Learning Specialist |
| 4 | 5/5/99 | McMinnville, OR | McMinnville School District | Laurie Simmons | Instructional Technology Coordinator |
| 5 | 5/19/99 | Tillamook, OR | Tillamook Jr. High School | Don Backman & Lisa Coughlin | Learning Center Teachers |
| 6 | 5/19/99 | Milton, WA | Endeavour Intermediate/Fife School District | Lynn Sissel | Special Education Teacher |
| 7 | 5/27/99 | Rockland, ID | Rockland School (K-12) | Elaine Tobias | Teacher/Director of Special Services |
| 8 | 6/4/99 | Colstrip, MT | Colstrip Public Schools | Teresa Malcott | Special Education Teacher |
| 9 | 6/18/99 | Eugene, OR | Eugene School District 4J | Vicky Ayers | Technology and Learning Specialist |
| 10 | 6/29/99 | Douglas, WY | Converse Co. School District #1 | Sue Campbell | Director, Student Support |
| 11 | 7/6/99 | Hood River, OR | Hood River County School District | Joyce Jennings | Reading Specialist/Technology Coordinator |
| 12 | 7/99 | Washougal, WA | Washougal High School | Kathy Loney | Special Education Teacher |
| 13 | 7/99 | Multnomah and Troutdale, OR | Multnomah Elementary and Middle School (MEMS) and Arata Creek School | Ellen Green | Vice Principal, Principal |
| 14 | 8/99 | Lake Oswego, OR | Lake Oswego Jr. High | Jean Kelly | Learning Specialist |
| 15 | 8/99 | Cottage Grove, OR | South Lane School District (Lincoln Middle School & Cottage Grove High School) | Sue Wickizer, Kay Rowlett, Patty Wilson | Special Education Director, LMS Special Education Teacher, CGHS Sped Teacher |
| 16 | 8/99 | Vacaville, CA (Sacramento) | Elise P. Buckingham Charter School | Chuck Robbins | Teacher |

| | | | | | |
|---|---|---|---|---|---|
| 17 | 9/99 | Canyon Country CA (LA) | Sierra Vista Jr. High (William S. Hart Union HS District) | Candy Holsenbeck (Marty Lieberman) Randy Parker | Special Education Teacher Special Education Director Principal |
| 18 | 10/99 | Joseph, OR | Joseph SD #6 | Lori Kissinger | Programs Coordinator |
| 19 | 1/5/00 | Santa Rosa, CA | Sonoma County SELPA | Susan Mark-Raymond | Program Specialist |
| 20 | 1/19/00 | Seaside, CA | Chartwell School | Chuck Haynes | Technology Coordinator |
| 21 | 1/25/00 | San Jose, CA | Lincoln High School/SJUSD | Susan Collins | SDC Convenor |
| 22 | 3/19/00 | Granada Hills, CA | Granada Hills High School | Ian McFadyen | SDC Teacher |
| 23 | 3/19/00 | Oakland, CA | Laney College/Peralta Community College District | Stacey Kayden | Learning Specialist – High Tech Center |
| 24 | 3/19/00 | Portland, OR | PPS Sped Department | Carol Kimball | Assistive Technology Teacher Specialist |
| 25 | 4/15/00 | Davis, CA | Birch Lane Elementary School | Jamie Boston | Librarian |
| 26 | 5/17/00 | Ukiah, CA | Ukiah High School | Barbara Ganter | Teacher |
| 27 | 5/30/00 | Woodinville, WA | Woodinville High School | Jennifer Miller | Special Education Teacher |
| 28 | 8/1/00 | Beaverton, OR | Beaverton SD, Special Ed. | Fran Jensen | Dept. Head, Speech/Language Pathology |
| 29 | 8/00 | Salem, OR | Jane Goodall Environmental Magnet School (in Waldo Middle School) | Debbie Origer | Teacher |
| 30 | 11/16/00 | Eugene, OR | Adams/Hillside Schools | Molly Hansbrough | Teacher |
| 31 | 11/17/00 | Missoula, MT | Sentinel High School/Missoula County Public Schools | Vicki Sherouse | Librarian |
| 32 | 12/12/00 | Corvallis, OR | Crescent Valley HS/Corvallis SD | Kathleen Jackson | Alternative Education Teacher/Learning Lab |

## CBSS Skill-Building Workshops at Participating Sites

(organized by CBSS Project Leaders) = 40

| | | | | | | |
|---|---|---|---|---|---|---|
| 1. | 4/20/99 | Lewiston | ID | CBSS-Camelot Elem.-Debbie Kuntz | 6 hrs. | 10 |
| 2. | 4/21/99 | Lewiston | ID | CBSS-Camelot Elem.-Debbie Kuntz | 6 hrs. | 16 |
| 3. | 4/22/99 | Lewiston | ID | CBSS-Camelot Elem.-Debbie Kuntz | 1.5 hrs. | 16 |
| 4. | 4/22/99 | Lewiston | ID | CBSS-Camelot Elem.-Debbie Kuntz | 1.5 hrs. | 16 |
| 5. | 4/22/99 | Lewiston | ID | CBSS-Camelot Elem.-Debbie Kuntz | 1.5 hrs. | 16 |
| 6. | 5/6/99 | Central Point | OR | CBSS-Crater HS-Alice White-Hoppe | 6 hrs. | 9 |
| 7. | 10/1-2/99 | Douglas | WY | CBSS-Douglas SD-Sue Campbell | 10 hrs. | 19 |
| 8. | 10/7/99 | Portland | OR | CBSS-Multnomah Elementary & Middle School-Ellen Green | 6 hrs. | 31 |
| 9. | 10/8/99 | McMinnville | OR | CBSS-McMinnville-Laurie Simmons-Inservice Day - Evans Street Learning Center | 3 hrs. | 15 |
| 10. | 10/8/99 | McMinnville | OR | CBSS-McMinnville-Laurie Simmons-Inservice Day - Evans Street Learning Center | 3 hrs. | 8 |
| 11. | 10/9/99 | Cottage Grove | OR | CBSS-South Lane SD-Sue Wickizer-Inservice Day | 2.5 hrs. | 18 |
| 12. | 10/18/99 | Rockland | ID | CBSS-Rockland SD-Elaine Tobias | 2 hrs. | 5 |
| 13. | 10/19/99 | Rockland | ID | CBSS-Rockland SD-Elaine Tobias | 6 hrs. | 19 |
| 14. | 10/26/99 | Canyon Country | CA | CBSS-William S. Hart HS SD-Marty Lieberman | 6 hrs. | 6 |
| 15. | 10/29/99 | Vacaville | CA | CBSS-Buckingham Charter-Chuck Robbins | 6 hrs. | 12 |
| 16. | 11/22/99 | Joseph | OR | CBSS-Joseph SD/Region 18 ESD-Lori Kissinger | 10 hrs. | 15 |
| 17. | 1/14/00 | Lake Oswego | OR | CBSS-Lake Oswego Jr. High-Jean Kelly | 3 hrs. | 24 |
| 18. | 1/26/00 | San Jose | CA | CBSS-Lincoln High School-Susan Collins | 3 hrs. | 11 |

| | | | | | | |
|---|---|---|---|---|---|---|
| 19. | 1/28/00 | Seaside | CA | CBSS-Chartwell School-Kathy McMurdo/Chuck Haynes | 3 hrs. | 11 |
| 20. | 3/10/00 | Milton | WA | CBSS-Fife SD/Endeavour Int. Schl.-Lynn Sissel | 3 hrs. | 13 |
| 21. | 3/10/00 | Milton | WA | CBSS-Fife SD/Endeavour Int. Schl.-Lynn Sissel | 3 hrs. | 11 |
| 22. | 3/21/00 | Santa Rosa | CA | CBSS-Sonoma County SELPA -Susan Mark-Raymond (Orientation) | 2 hrs. | 21 |
| 23. | 3/23/00 | Granada Hills | CA | CBSS-Granada Hills HS-Ian McFadyen | 6 hrs. | 15 |
| 24. | 4/3-4/00 | Colstrip | MT | CBSS-Colstrip SD-Teresa Malcott | 10 hrs. | 22 |
| 25. | 4/17/00 | Windsor | CA | CBSS-Sonoma County SELPA -Susan Mark-Raymond (Windsor Middle School) | 5 hrs. | 10 |
| 26. | 4/18/00 | Santa Rosa | CA | CBSS-Sonoma County SELPA -Susan Mark-Raymond (Maria Carillo HS) | 5 hrs. | 9 |
| 27. | 8/21/00 | Davis | CA | CBSS-Birch Lane Elem-Jamie Boston | 6.5 hrs. | 26 |
| 28. | 9/29-30/00 | Woodinville | WA | CBSS-Woodinville-Jennifer Miller | 8 hrs. | 15 |
| 29. | 10/4/00 | Portland | OR | CBSS-PPS-Carol Kimball-Middle & High School | 6 hrs. | 13 |
| 30. | 10/5/00 | Portland | OR | CBSS-PPS-Carol Kimball-Elem. Staff & Parents | 6 hrs. | 17 |
| 31. | 11/2/00 | Bainbridge Island | WA | CBSS-Blakley Elem-Maureen Wilson | 6 hrs. | 12 |
| 32. | 11/9/00 | Beaverton | OR | CBSS-Beaverton SD-Fran Jensen | 3 hrs. | 15 |
| 33. | 11/21/00 | Troutdale | OR | CBSS-MEMS/Arata Creek-Ellen Green | 4 hrs. | 14 |
| 34. | 11/27/00 | Beaverton | OR | CBSS-Beaverton SD-Fran Jensen | 3 hrs. | 12 |
| 35. | 1/30/01 | Missoula | MT | CBSS-Missoula-Vicki Sherouse | 6.5 | 20 |
| 36. | 2/1/01 | Corvallis | OR | CBSS-Corvallis SD, Crescent Valley HS - Kathleen Jackson | 3 hrs. | 14 |

| | | | | | | |
|---|---|---|---|---|---|---|
| 37. | 2/15/01 | Salem | OR | CBSS-Jane Goodall Environ. Magnet Schl./Waldo MS-Debbie Origer | 2 hrs. | 8 |
| 38. | 2/26/01 | The Dalles | OR | CBSS-Hood River-Joyce Jennings | 5 hrs. | 20 |
| 39. | 2/26/01 | The Dalles | OR | CBSS-Hood River-Joyce Jennings | 2 hrs. | 13 |
| 40. | 8/27/01 | Ukiah | CA | CBSS-Ukiah HS-Barbara Ganter (Mark Szymanski) | 6 hrs.? | 12 |

## CBSS Follow-up Workshops at Participating Sites

(organized by CBSS Project Leaders) = 20

| | | | | | | |
|---|---|---|---|---|---|---|
| 1. | 3/3/00 | Douglas | WY | CBSS-Douglas Follow-up/CATS Conf.-Sue Campbell | 2 hrs. | 11 |
| 2. | 3/3/00 | Douglas | WY | CBSS-Douglas Follow-up/CATS Conf.-Sue Campbell | 2 hrs. | 8 |
| 3. | 3/3/00 | Douglas | WY | CBSS-Douglas Follow-up/CATS Conf.-Sue Campbell | 2 hrs. | 5 |
| 4. | 3/4/00 | Douglas | WY | CBSS-Douglas Follow-up/CATS Conf.-Sue Campbell | 2 hrs. | 2 |
| 5. | 3/4/00 | Douglas | WY | CBSS-Douglas Follow-up/CATS Conf.-Sue Campbell | 2 hrs. | 2 |
| 6. | 3/29/00 | Cottage Grove | OR | CBSS-South Lane SD-Sue Wickizer | 2.5 hrs. | 6 |
| 7. | 4/13/00 | Cottage Grove | OR | CBSS-South Lane SD-Sue Wickizer (Parent Session) | 2 hrs. | 6 |
| 8. | 5/4/00 | Lewiston | ID | CBSS-Camelot Elem.-Debbie Kuntz | 6 hrs. | 10 |
| 9. | 5/5/00 | Lewiston | ID | CBSS-Camelot Elem.-Debbie Kuntz | 6 hrs. | 7 |
| 10. | 2/6/01 | Portland | OR | CBSS-PPS-Carol Kimball-supervisor's session | 3 hrs. | 15 |
| 11. | 2/6/01 | Portland | OR | CBSS-PPS-Carol Kimball-special ed. | 3 hrs. | 17 |
| 12. | 2/22/01 | Vacaville | CA | CBSS-Buckingham Charter-Chuck Robbins | 3 hrs. | 9 |
| 13. | 3/21/01 | Granada Hills | CA | CBSS-Granada Hills HS-Ian McFadyen -- 6 sessions with sped students -- (same teachers as in workshop) | 1 hr. | 15 |
| 14. | 3/21/01 | Granada Hills | CA | CBSS-Granada Hills HS (see above) | 1 hr. | 15 |
| 15. | 3/21/01 | Granada Hills | CA | CBSS-Granada Hills HS (see above) | 1 hr. | 15 |
| 16. | 3/21/01 | Granada Hills | CA | CBSS-Granada Hills HS (see above) | 1 hr. | 15 |
| 17. | 3/21/01 | Granada Hills | CA | CBSS-Granada Hills HS (see above) | 1 hr. | 15 |
| 18. | 3/21/01 | Granada Hills | CA | CBSS-Granada Hills HS (see above) | 1 hr. | 15 |
| 19. | 5/4/01 | Troutdale | OR | CBSS-MEMS/Arata Creek-Ellen Green | 6 hrs. | 20 |
| 20. | 8/15-16/2001 | Missoula | MT | CBSS-Missoula-Vicki Sherouse | 6 hrs. ea | 10 |

# CBSS Outreach Project

Conference Presentations (28) and Workshops (9-shaded)

| | | | | | | |
|---|---|---|---|---|---|---|
| 1. | 1/8/99 | Portland | OR | NETC Regional Meeting | 1 hr. | 10 |
| 2. | 1/22/99 | Portland | OR | TAM Conference | 1 hrs. | 61 |
| 3. | 2/5/99 | Eugene | OR | The Oregon Conference | 1 hr. | 15 |
| 4. | 3/18/99 | Seattle | WA | NCCE | 1 hr. | 15 |
| 5. | 4/16/99 | Redmond | OR | Wagonwheel Conference - COPE | 1 hr. | 10 |
| 6. | 4/30/99 | Nyssa | OR | via VTEL from Sheldon | 1 hr. | 4 |
| 7. | 5/13/99 | Boise | ID | Special Ed. Directors Conference | 1.5 hrs. | 15 |
| 8. | 5/14/99 | Tillamook | OR | via VTEL from Sheldon | 1 hr. | 7 |
| 9. | 10/16/99 | Portland | OR | COPE: Avoiding Future Shock | 1 hr. | 30 |
| 10 | 10/23/99 | Concord | CA | LDA-CA | 1 hr. | 10 |
| 11 | 10/24/99 | Costa Mesa | CA | CEC | 1 hr. | 8 |
| 12 | 10/25/99 | Costa Mesa | CA | CEC | 1 hr. | 6 |
| 13 | 10/30/99 | Sacramento | CA | CUE | 1 hr. | 14 |
| 14 | 11/8/99 | Portland | OR | Access Now (Ellen Green) | 1 hr. | 12 |
| 15 | 11/9/99 | Portland | OR | Work Now & Future - NWREL | 1 hr. | 14 |
| 16 | 1/27/00 | San Francisco | CA | TRLD | 3 hrs. | 56 |
| 17 | 1/28/00 | San Francisco | CA | TRLD | 1 hr. | 32 |
| 18 | 2/12-13/00 | Anchorage | AK | ASSEC-CBSS course | 10 hrs. | 8 |
| 19 | 2/14/00 | Anchorage | AK | ASSEC-CBSS short intro | 1.5 hrs. | 15 |

| | | | | | | |
|---|---|---|---|---|---|---|
| 20 | 2/15/00 | Anchorage | AK | ASSEC-short workshop | 3.25 hrs. | 5 |
| 21 | 2/17/00 | Eugene | OR | Oregon Conference | 1 hr. | 10 |
| 22 | 2/18/00 | Reno | NV | National LDA Conference | 1 hr. | 31 |
| 23 | 3/24/00 | Los Angeles | CA | CSUN – Technology for Persons with Disabilities | 1 hr. | 63 |
| 24 | 4/5/00 | Vancouver | B.C., Canada | CEC Special Education World Congress | 1 hr. | 12 |
| 25 | 4/19/00 | Portland | OR | NCCE | 1 hr. | 6 |
| 26 | 10/14/00 | Portland | OR | Oregon Educational Media Association (OEMA) Conference | 1 hr. | 24 |
| 27 | 10/30/00 | Portland | OR | Education Now & in the Future (NWREL) | 3 hrs. | 30 |
| 28 | 12/5/00 | Portland | OR | Access Now Conference | 1.5 x 2 | 15 |
| 29 | 1/27-28/01 | Anchorage | AK | ASSEC-CBSS course | 15 hrs. | 11 |
| 30 | 1/29/01 | Anchorage | AK | ASSEC-WYNN | 1.5 hrs. | 16 |
| 31 | 1/29/01 | Anchorage | AK | ASSEC - CBSS intro | 3.25 hrs. | 6 |
| 32 | 2/23/01 | Sacramento | CA | CARS+ Conference (resource) | 2.25 hrs. | 28 |
| 33 | 3/15/01 | Spokane | WA | NCCE Workshop | 3 hrs. | 18 |
| 34 | 3/23/01 | Los Angeles | CA | CSUN | 1 hr. | 88 |
| 35 | 3/26/01 | Ontario | CA | TechEd01 Conference | 3 hrs. | 16 |


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| | | | | | | |
|---|---|---|---|---|---|---|
| 36 | 6/26/01 | Chicago | IL | NECC Workshop | 3 hrs. | 20 |
| 37 | 10/30/01 | Portland | OR | Education Now & in the Future (NWREL) | 3 hrs. | 30 |

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## Additional CBSS Presentations/Workshops

(usually close to Eugene, OR; workshops further away
required involvement as a Participating Site to justify greater costs) = 19

| | | | | | | |
|---|---|---|---|---|---|---|
| 1. | 10/9/98 | Cottage Grove | OR | SLSD - Statewide Inservice Day | 2.5 hrs. | 21 |
| 2. | 10/9/98 | Eugene | OR | Teacher Inservice Day - UO | 1 hr. | 11 |
| 3. | 10/30/98 | Eugene | OR | Looking Glass Educational Programs - Stepping Stone | 2 hrs. | 15 |
| 4. | 12/10/98 | Junction City | OR | Junction City High School | 2 hrs. | 5 |
| 5. | 12/17/98 | Junction City | OR | Junction City High School | 2 hrs. | 5 |
| 6. | 1/26/99 | Springfield | OR | Springfield Middle School | 3 hrs. | 8 |
| 7. | 6/15/99 | Monmouth | OR | Oregon Small Schools Association Summer Institute - WOU | 7 hrs. | 21 |
| 8. | 8/19/99 | Albany | OR | OPENAccess21 (VTEL) Summer Institute | 1 hr. | 17 |
| 9. | 9/3/99 | Milton-Freewater | OR | Milton-Freewater SD Speaker Day | 6 hrs. | 19 |
| 10. | 3/17/00 | Creswell | OR | Inservice Day | 1.5 hrs. | 6 |
| 11. | 4/10/00 | Corvallis | OR | Central Instruction Media Center - Duane Jager (Info Svcs ProD) | 1.5 hrs. | 6 |
| 12. | 6/20/00 | Salem | OR | Oregon Small Schools Association Summer Institute - Willamette | 6 hrs. | 13 |
| 13. | 9/15/00 | Marcola | OR | Marcola SD - John Snodgrass | 3 hrs. | 17 |
| 14. | 10/13/00 | Springfield | OR | Tech Teams Summit - secondary | 2.5 + 2 hrs. | 20 |
| 15. | 2/1/01 | Eugene | OR | Inspiration Training 4J | 1.5 hrs. | 9 |
| 16. | 2/20/01 | Eugene | OR | EEA Seminar at Adams Elem. | 2 hrs. | 14 |
| 17. | 3/2/01 | Eugene | OR | Oregon Conference | 1 hr. | 10 |
| 18. | 4/17/01 | Eugene | OR | WRRC personnel - Knight ITC | 1.5 hrs. | 6 |
| 19. | 7/27-30/99 | Bend | OR | ODE/OSE Summer Institute | 15 hrs. | 6 |

# CIM-Compatible CBSS Workshops

(supported by the Oregon Department of Education) = 10

| | | | | | | |
|---|---|---|---|---|---|---|
| 1. | 9/2/99 | Ontario | OR | Malheur ESD | 3 hrs. | 8 |
| 2. | 11/9/99 | Hillsboro | OR | NW Regional ESD | 3 hrs. | 7 |
| 3. | 11/12/99 | McMinnville | OR | Yamhill ESD | 4.5 hrs. | 6 |
| 4. | 1/10/00 | Eugene | OR | Lane ESD | 3 hrs. | 7 |
| 5. | 2/4/00 | Roseburg | OR | Douglas ESD | 3 hrs. x 2 | 22 |
| 6. | 2/10/00 | Albany | OR | LBL ESD | 3 hrs. | 15 |
| 7. | 3/7/00 | Grants Pass | OR | Josephine Co. ESD | 3.5 hrs. | 5 |
| 8. | 3/7/00 | Medford | OR | Jackson Co. ESD | 3.5 hrs. | 5 |
| 9. | 3/9/00 | Klamath Falls | OR | Klamath Co. ESD | 3.5 hrs. | 5 |
| 10. | 8/12-13/99 | Pendleton | OR | Umatilla-Morrow ESD - Challenging Behaviors | 6 hrs. | 26 |

## CBSS Workshops:
## Requested and Supported by Other Educational Agencies

(interested in receiving training, but not interested in participating in the project) = 32

| | | | | | | |
|---|---|---|---|---|---|---|
| 1. | 1/5/99 | Port Orchard | WA | SETC LD & Tech Grant | 3 hrs. | 26 |
| 2. | 1/5/99 | Port Orchard | WA | SETC LD & Tech Grant | 3 hrs. | 10 |
| 3. | 1/6/99 | Bremerton | WA | SETC LD & Tech Grant | 3 hrs. | 10 |
| 4. | 1/6/99 | Bremerton | WA | SETC LD & Tech Grant | 3 hrs. | 9 |
| 5. | 1/7/99 | Sequim | WA | SETC LD & Tech Grant | 3 hrs. | 35 |
| 6. | 1/7/99 | Sequim | WA | SETC LD & Tech Grant | 3 hrs. | 12 |
| 7. | 2/3/99 | Kennewick | WA | SETC LD & Tech Grant | 3 hrs. | 17 |
| 8. | 2/3/99 | Kennewick | WA | SETC LD & Tech Grant | 3 hrs. | 15 |
| 9. | 2/4/99 | Walla Walla | WA | SETC LD & Tech Grant | 3 hrs. | 20 |
| 10. | 2/4/99 | Walla Walla | WA | SETC LD & Tech Grant | 3 hrs. | 10 |
| 11. | 2/8/99 | Aberdeen | WA | SETC LD & Tech Grant | 3 hrs. | 20 |
| 12. | 2/8/99 | Aberdeen | WA | SETC LD & Tech Grant | 3 hrs. | 14 |
| 13. | 2/9/99 | Aberdeen | WA | SETC LD & Tech Grant | 3 hrs. | 20 |
| 14. | 2/24/99 | Tonasket | WA | SETC LD & Tech Grant | 3 hrs. | 30 |
| 15. | 2/24/99 | Tonasket | WA | SETC LD & Tech Grant | 3 hrs. | 16 |
| 16. | 2/25/00 | Brewster | WA | SETC LD & Tech Grant | 3 hrs. | 14 |
| 17. | 2/25/00 | Brewster | WA | SETC LD & Tech Grant | 3 hrs. | 7 |
| 18. | 2/26/99 | Grand Coulee | WA | SETC LD & Tech Grant | 3 hrs. | 6 |
| 19. | 2/26/99 | Grand Coulee | WA | SETC LD & Tech Grant | 3 hrs. | 12 |
| 20. | 6/22/99 | Ellensburg | WA | SETC LD & Tech Grant Summer Institute | 4 hrs. | 19 |
| 21. | 3/27/00 | Ellensburg | WA | SETC LD & Tech Grant | 2 hrs. | 30 |
| 22. | 3/27/00 | Ellensburg | WA | SETC LD & Tech Grant | 2 hrs. | 30 |
| 23. | 8/14/00 | Ellensburg | WA | SETC LD & Tech Grant Summer Institute | 6 hrs. | 30 |
| 24. | 8/15/00 | Ellensburg | WA | SETC LD & Tech Grant Summer Institute | 6 hrs. | 30 |
| 25. | 8/24/00 | Eugene | OR | Lane ESD - TLCF Summer Institute | 3.5 hrs. | 25 |
| 26. | 9/26+28/00 | Eugene | OR | Lane ESD - TLCF follow-up | 6 hrs. | 19 |
| 27. | 1/2/01 | Springfield | OR | Springfield Inservice Day - Bill Davis | 3.5 hrs. | 9 |
| 28. | 1/2/01 | Springfield | OR | Springfield Inservice Day - Brattain Elem. - Bill Davis | 3.5 hrs. | 21 |
| 29. | 1/18/01 | San Diego | CA | Project NEEDS/SD County AT Task Force - Barbara Pflaum - Rindone Tech Center | 6.5 hrs. | 23 |
| 30. | 1/19/01 | San Diego | CA | Project NEEDS/SD County AT Task Force - Barbara Pflaum - Supercomputer Center UCSD | 6.5 hrs. | 16 |

| | | | | | | |
|---|---|---|---|---|---|---|
| 31. | 2/2/01 | Springfield | OR | Springfield SD - Bill Davis - Centennial Elementary | 3 hrs. | 30 |
| 32. | 2/2/01 | Springfield | OR | Springfield SD - Bill Davis - Guy Lee Elementary | 3 hrs. | 20 |

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